Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at http://about.jstor.org/participate-jstor/individuals/early-journal-content.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

sophical speculation, rather points us to the very source of all science, which is indeed what is called philosophy, but which is no less scientific than laboratory work in electrical measurements or color perception.

On the basis of such a conception of the continuity, if not the identity, of science and philosophy I can at once hiss the transcendentalists, applaud the scientists, and yet be myself a philosopher, regarding philosophy and the philosophical method as the most valuable either of mental achievements or of intellectual occupations, and the most purely scientific. And in thus saving my own intellectual integrity I seem to myself to offer to scientists and philosophers a ground of agreement and a basis for mutual respect, without at all giving up their traditions or their convictions. Such agreement is much to be desired, for their present state of independence results in such ridiculous misunderstanding and such disrespect for each other that it is a danger to their own thinking. To despise the empirical as beneath you is like despising the earth itself, the source of life; but to despise the ''philosophical'' is only another way of despising that same earth; for any science is fundamentally scientific only when it is philosophical; philosophy is, after all, its only source of meaning.

D. W. PRALL

BERKELEY, CALIFORNIA.

SOCIETIES

NEW YORK BRANCH OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION

THE New York Branch of the American Psychological Association met in conjunction with the Section of Anthropology and Psychology of the New York Academy of Sciences at Columbia University on November 26. The following papers were read:

Psychological Examinations of College Freshmen.—Miss EDITH CAROTHERS.

The purpose of the investigation is first, to establish norms and standards of performance in mental tests for Barnard freshmen, and second, to furnish information of aid to college authorities in solving problems of administration, and of aid to students in giving them a knowledge of their abilities and aptitudes. A series of twenty-one psychological tests was selected and tried out on a group of 100 Barnard freshmen during the year 1915–16. The tests used were: Coordination, Tapping, Cancellations, Number Checking, Color Naming, Directions, Opposites, Verb Object, Mixed Relations, Word

Building, Word Naming, Knoz Cube, Digit Span, Word Memory, Recollection and Recognition, Substitution, Trabue Completion, Information, and Vocabulary. The tests were given individually and the time required to test each freshmen was one hour.

Norms and standards of performance were found for the Barnard group in all the tests. An individual report was sent to each student who took the tests. This consisted of two blanks, giving a description and interpretation of the tests with whatever vocational significance each test possessed. A third blank indicated the standing of the individual student in each test together with the average standing in each test for the entire group of 100 freshmen.

Inter-test correlations were calculated. These were not very high. The highest correlation was between Cancellation and Word Naming (+ 77). There were very few minus correlations. The extent to which one test correlated with every other test was determined and Word Naming was found to be the best test according to this classification. The five tests that ranked next in excellence were: Opposites, Cancellation, Number Checking, Color Naming, and Verb Object. The results of this investigation are considered to be tentative and were reported for their suggestive value.

Distribution of Time in Learning a Foreign Vocabulary.—ROBERT A. CUMMINS.

The purpose of the experiment here reported was to compare two sorts of distribution of time in the learning of large groups of foreign words—*A*, a schedule in which the study-periods are of equal length, and *B*, a schedule in which the length of the study-period decreases progressively, with an increasing interval of time between the periods.

The subjects were five graduate students in Teachers College, two women and three men, including the author.

The material used consisted of two lists of French words of 150 words each, selected by chance from 1,200 ordinary French words.

The study was begun on October 29, 1917 and continued through November 13, the test being given on November 14.

By the plan of the experiment an equal number of study-periods, (6) spread over the same length of time (lacking but one day), was devoted to each list. The total amount of time spent (120 min.), the average length of the study-periods (20), and the total number of repetitions of the associations (24) were the same for both schedules.

The equal-schedule consisted of 6 study-periods of 20 minutes each with a two-day time-interval between, while the reducing-schedule consisted of 6 study-periods as follows: 40, 30, 20, 15, 10, and 5 minutes, with decreasing time-interval.

Uniform instructions equalizing in so far as possible all the factors save that of distribution of time were followed.

Three of the subjects did better with the Reducing schedule, two did better with the Equal schedule. The total number of words learned by the five subjects, however, was 562 for the Equal schedule and 561 for the Reducing.

In a subsequent test given one week later, the same three subjects did better with the Reducing schedule, the other two doing better with the Equal schedule. The total number of words retained by the five subjects was 538 for the Equal list and 556 for the Reducing.

When does a Baby begin to Think.—G. C. MYERS.

About twenty-five years ago H. W. Brown collected a number of notes on children from two years onward,[1] which, as Thorndike has pointed out, show children as early as two years "making inductions and deductions after the same general fashion as adults." The writer presented a few notes from his baby as follows: (The numbers indicate days.)

178—J. looked back and forth from my face and moving hand as I sharpened my razor.

352—Failing to make a sound on the piano he placed A.'s hands upon the keys.

420—Turned about to examine an obstacle over which he had stumbled.

810—Failing to reach a desired object on the table, he ran directly to a box filled with toys, emptied them, carried the box to the table, inverted it and got what he wanted. This box had never been used for that purpose.

915—To question, "What will Daddy do with you for that?" he replied, "Daddy school."

1134—"Wagon all wet; must have rained last night."

Samples of questions asked by the child at various ages follow:

1010—Who made the pond?

1024—Who put the tail on the fish?

1036—Where does milk come from? sugar? ice? meat?

1050—Why you come here for?

1121—Why that fish have a tail?

1131—Does it hurt to stick pins into the doll?

1166—Who made you?

1216—When I was a big boy where did Daddy come from?

Samples of Generalization.—In the dawn of his speech development (which was rather slow) *chická* was used to mean, chicken, chicken coop, wire netting, all kinds of fowl and birds, eggs, to gather the eggs, to feed the chickens, chicken feed, pail from which the chickens were fed, any kind of pail, sounds by the chickens, cooked chicken, and all kinds of meat and fish.

---

[1] Ped. Sem., Vol. II.

Likewise common objects were classified in play (without suggestion or training):

313—Dragged one of my shoes across the floor and placed it beside a pair of his; repeated for the second shoe.

461—Punished once for throwing angular blocks he now throws only spherical things as ball, apple, and potato.

562—Picked from a set of blocks all the hemispheres and laid them side by side.

643—Put blue, red, green, and white spools on pegs of their respective colors. (A suggestion for testing early color perception.)

Since the latter part of his third year at least, all his play has been marked by purpose.

594—Showed pretty certain evidence to mean that one of several pencils was shorter than the rest.

930—Looking from one to another of several like faucets said "same."

1281—"This rocking-chair same as victrola, only it has no door."

2—Always ceased crying when placed in his mother's arms, in which position he received food. Not so when in others' arms.

331—Laughed aloud and clapped his hands when mother brought his coat.

Contrary to Sully, Perez, King and others, such reactions do not presuppose images necessarily; rather they indicate *short-cut associations* or, what some may perfer to call *conditioned reflexes.* Doubtless all reasoning is explicable in these terms.

Elemental reasoning is present at birth, if not at some time before. Gradually by the second or third year the more complex type of reasoning, common to adults, but hardly common to the lower animals, has evolved.

A New Clinical Test for Temperature Sensitivity.—E. L. CORNELL.

This paper was a report of an experiment intended to standardize a test of the reaction-time to cold and hot stimuli simultaneously applied—a test which, it is hoped, will prove of diagnostic value in some types of sensory dissociation. Five normal individuals were carefully examined upon forty areas of the skin surface, in regard both to the double, simultaneous stimulation, and to separate hot and cold stimuli. It was found that a majority of the responses to the double stimulation elicted first cold, then hot; although the reaction for the two sorts of stimuli separately showed no clear time-difference. The proportion of responses occurring in the order "Cold-Hot" varied considerably among the different subjects and according to the area tested—the abdomen and back having the largest number and the hands and arms the least. The reaction-time for cold, measured graphically by the experimenter, was about 1.0 second; hot followed about .4 sec. later, except on the feet and legs where the median interval was .8 and .6 sec., respectively.

Psychological Tests upon an Expert Marksman.—A. I. Gates.

The world's champion marksman at 200 yards off-hand shooting with 100 consecutive shots, and 10 university students as a control group served as the subjects for this experiment. In tests for visual acuity, control of eye movements, *etc.*, the expert showed no superiority over the students. In tests of steadiness of gross muscular control, the expert was markedly superior. In all such tests he was less subject to suggestion and distraction. In tests of steadiness and precision of movement the expert was but slightly superior to the average of the students; in the speed of movement he possessed but average ability. Tests with a device constructed for the purpose showed that the expert possessed greater control of his trigger finger. The most significant differences appeared in specially arranged tests in which the Hipp chronoscope was used to measure the reaction of pulling the trigger. The stimulus for the reaction consisted of the coincidence of two pieces of white metal, one piece being stationary and approached by the other sometimes in a uniform and sometimes in an irregular manner. This approximated the wavering of the sight of a gun about the target. In these tests the expert in no case made premature reactions, while the 10 students average about 6 premature reactions out of 50; the expert was not markedly superior in *speed* of reaction, but decidedly so in the *uniformity* of his reactions. The uniformity and precision of coordination of eye and hand afforded a basis upon which habits of accurate shooting could be established.

A. T. Poffenberger,
Secretary.

Columbia University.

REVIEWS AND ABSTRACTS OF LITERATURE

A Scale of Performance Tests. Rudolf Pintner and Donald G. Paterson. New York: D. Appleton and Company. 1917. Pp. 218.

In reducing to a commensurable series a number of test methods independent of language, the authors have done service that their colleagues in mental measurement will not estimate lightly. Grow-